



DITTON INFANT SCHOOL

Prospectus

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Headteacher's Message

A very warm welcome to Ditton Infant School.

Ditton Infant School is a small school with a strong family feel and close links with our local community. We care deeply about every child having the opportunity to reach their full potential, developing resilience, curiosity and a love of learning so that they can be the best that they can be.

We are proud to be an inclusive school where the wellbeing of children and staff is a high priority. We work closely with families in order to achieve this and value open communication between home and school.

Our curriculum is designed to be stimulating, challenging and enjoyable. Teachers provide engaging learning opportunities both inside and outside of the classroom across Year R, Year 1 and Year 2. We currently have one Reception class (Ladybird Class) and three mixed Year 1/2 classes (Butterfly, Dragonfly and Bumblebee Classes). Our class structure allows us to focus on each child's stage of development, rather than age alone, and to meet every child's individual needs.

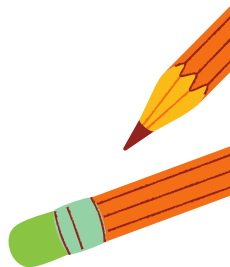
We regularly celebrate children's successes, both within and outside of school, in our weekly celebration assemblies which are a delight to lead.

Children's behaviour at Ditton Infant School is exemplary and children are encouraged to play an active role in school life. We have a variety of pupil roles, including School Council, Eco Council and Play Leaders, all of whom work together with staff and governors to help move the school's priorities forward.

For prospective parents, I understand that choosing the right school for your child is a very important, and often difficult, decision. This website aims to help you learn more about life at Ditton Infant School. You will also be able to read my termly newsletter and weekly updates, which can be found on our news tab, and each class' termly newsletter, which can be found on the class pages.

If you have any questions, please do not hesitate to contact the school office, where we will be more than happy to help you. Please keep an eye on our admissions page for this year's tour dates if you would like to visit us and see whether Ditton Infant School is the right choice for your child.

I look forward to welcoming you to Ditton Infant School,
Mrs R Kreiselmeier
Acting Headteacher



About Our School

"Caring, sharing, learning and achieving within a safe, happy and inclusive environment"



Ditton Infant School is a happy, secure, family-orientated school. Our supportive parents and carers and our professional, experienced teaching team, work together to ensure that our children are confident, independent and creative learners. We recognise the uniqueness of every child and reward effort and achievement in equal measure.



Ditton Infant School is a co-educational foundation school for children aged four to seven years old.

The school comprises of four classrooms, a wellbeing room, a meeting/intervention room, a space dedicated to Speech and Language, an accessible toilet with shower and changing facilities and hall (housing the library).



We also benefit from a large field and playground which incorporates a trim trail, forest school area, sensory garden and daily mile track.



Learning outdoors is a key feature of education at Ditton Infants.

All staff recognise the benefits outdoor learning brings and we have worked hard to develop Forest School Inspired Learning.

We aim for children in our care to develop a greater understanding of nature and the environment, greater physical competence and agility and improved social skills, involvement and initiative.

Our EYFS area is well equipped and resourced.



Making it a fun place for children to learn!

The Governing Board

Mr J Milligan - Chair of Governors, Inclusion, Curriculum and Teaching, Achievement and Finance Governor, Partnership Governor

Mr P Whitcombe - Vice Chair, Attendance and Behaviour, Leadership and Governance and Early Years Governor, Co-opted Governor

Mrs R Kreiselmeier - Acting Headteacher

Mrs S Boxall - Allergy, Health and Safety and Training and Development Governor, Staff Governor

Dr C James - Inclusion, Personal Development and Wellbeing Governor, SEN Governor and Co-opted Governor

Mr K Long - Chair of Finance Team, Safeguarding, Attendance and Behaviour and Leadership and Governance Governor, Local Authority Governor

Mrs C Pickard - Curriculum and Teaching, Achievement and Early Years Governor, Parent Governor

Mrs Deborah Stryzyk - Clerk to the governing board

Staffing

Mrs R Kreiselmeier - Acting Headteacher, Designated Safeguarding Lead and English Lead

Mrs S Boxall (Monday-Wednesday) - Acting Assistant Headteacher, Inclusion Manager, SENCo, Deputy Designated Safeguarding Lead and RSE&H Lead

Ladybird Class:

Mrs J Jones (Monday-Wednesday) - Class Teacher and Geography Lead

Mrs A Lismore (Wednesday-Friday) - Class Teacher, Music and Computing Lead

Miss S Beeches - Teaching Assistant and Midday Meals Supervisor

Butterfly Class:

Miss G Seymour - Class Teacher, Maths, Science and Eco Lead

Mrs K Coombes - Teaching Assistant, Cover Supervisor and Midday Meals Supervisor

Miss G Rowden - Teaching Assistant and Midday Meals Supervisor

Dragonfly Class:

Mrs C Mundy (Monday-Wednesday) - Class Teacher, Art and DT Lead

Mrs H Cox (Wednesday-Friday) - Class Teacher and History Lead

Mrs N Barber - Teaching Assistant and Midday Meals Supervisor

Bumblebee Class:

Mrs C Kitchen - Class Teacher, PE, RE and Forest School Lead

Mrs S Dearing - Teaching Assistant, Cover Supervisor and Midday Meals Supervisor

Miss B McGinley will be supporting in KS1 for a short while before she begins her maternity leave.

Miss J Davis - Inclusion, Attendance and Family Support Officer and Deputy Designated Safeguarding Lead

Mrs H Fermor - Inclusion Teaching Assistant and Cover Supervisor

Mrs A Hamer - Office Manager

Mrs S Stroud - Office Assistant

Mrs J Lawry - Caretaker

A Happy Start to School Life

A carefully planned system of induction takes place for all our new entrants and their parents/carers. A meeting is held for new parents in June, where they will receive all the information about starting school and life in Reception Class.

All new entrants will have a tour of the learning environment and spend at least two sessions in school prior to starting school.

Staff will visit children in their pre-school setting and discuss interests with their key person during the Summer Term and this is followed in September when each family is offered a home visit.



Baseline Assessment

It is now statutory for schools to carry out baseline assessments on Year R children within six weeks of starting school. As well as the DFE Assessments staff will spend time playing with and talking to your child, discovering their interests and strengths.

The School Day

School Starts: 8.50am (Children may start coming into class at 8.45am)

School Finishes: 3.20pm

The school breaks for lunch between 11.45-12.00 and classes resume at 1.00.

Caterlink provide lunch each day (prepared in the school kitchen and free for all children) or children can bring a healthy packed lunch. They will also spend time playing games on the school field or playground.

Attendance

Staff and governors recognise that good attendance and punctuality are essential in order to raise standards of pupil attainment and to give every child the best educational experience possible.

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

We are required by the Department for Education to monitor pupils' absence levels and to report whether absence is authorised or unauthorised. In the event of absence, parents/carers should notify the school by telephone on the first day of absence before 9.20am.

The Department for Education has published amendments to The Education (Pupil Registration) (England) Regulations 2006. The school has a legal duty to enforce them.

The amendments make clear that Headteachers may not grant ANY leave of absence during term time unless there are exceptional circumstances. Headteachers will not be able to permit family holidays or extended leave. Any leave of absence taken during term time will be unauthorised and may be subject to a Fixed Penalty Notice (fine) issued by the Local Authority. The changes took effect from August 2024 and apply to all schools in England. There is also a revised code of conduct for penalty notices issued by Kent County Council.

Our Attendance Policy which follows DFE policies and links to the Code of Conduct can be found on our website here.

<https://www.ditton-inf.kent.sch.uk/Policies/>

We strongly believe that for the children to reach their full potential, attendance of above 97% should be everybody's aim.

365 days in the calendar year 175 NON SCHOOL DAYS A YEAR 175 days to spend on family time, visits, holidays, shopping, household jobs and other appointments DAYS OFF SCHOOL ADD UP TO LOST LEARNING				
190 SCHOOL DAYS IN EACH YEAR 190 days for your child's education	5 days absence over a school year	10 days absence over a school year	19 days absence over a school year	More than 19 days absence over a school year
100%	97%	95%	90%	Less than 90% Below 90% = persistent absentee
Good Best chance of success. Gets your child off to a flying start.		Worrying Less chance of success. Makes it harder to make progress.		Serious Concern Not fair on your child. Possible court action!

All school staff and the Governing Board are committed to working with parents and pupils as this is the best way to ensure as high a level of attendance at our school as possible.

Mrs Kreiselmeier, Mrs Boxall and Miss Davis are all available for help and support.

Promoting Regular Attendance

To help us all to focus on this we will

- Give parents/carers details about attendance in our newsletters
- Send out termly attendance newsletters
- Celebrate excellent attendance by reporting class achievements to children and parents
- Celebrate class attendance each week with 'Attendance Ted'
- Celebrate weekly those children who have had 100% attendance that week with a mini disco after assembly
- Reward good or improving attendance
- Report to parents/carers regularly on their child's attendance
- Contact parents/carers should their child's attendance fall below the school's target for attendance
- Schedule meetings with parents to explore patterns of absence and try to work together to raise attendance



School Uniform

We encourage children at Ditton Infant School to wear the school uniform. We believe that our uniform fosters a pride in personal appearance and a sense of belonging to the school.

Our colour combination is yellow and grey and individual items can be purchased in most high street clothing shops and supermarkets. We have also lots of good quality second hand uniform available for a donation of 50p per item in the school office.

Bookbags, sweatshirts and cardigans with the school logo can be purchased from the school office.

- Short or long grey trousers
- Grey pinafore dress, skirt or trousers
- Grey cardigan, jumper or school sweatshirt/cardigan
- Yellow blouse, roll neck or polo shirt
- Summer dresses in yellow stripe, checked or plain material
- Black, grey or white socks/tights
- Black velcro or slip on shoes - shoes with high heels are not suitable for school wear

Children will also need:

- A warm coat or waterproof jacket for winter.
- Old clothes or a puddle suit suitable for Forest School Inspired sessions.
- A pair of black shorts and a pair of plimsolls. We provide the first coloured t-shirt for PE which is allocated to their sports team.
- A pair of wellington boots to be kept at school

Every item should be clearly marked with your child's name please (even shoes and wellingtons as items do sometimes go missing).

We prefer children to wear shoes without laces until they are able to tie these themselves.



Keeping in Touch

At Ditton Infant School we are committed to involving and engaging parents/carers in their children's lives and learning at school. The Headteacher provides a termly newsletter to keep parents/carers updated on both school and community events as well as a weekly update published on the school website which is also sent to parents via ParentMail. Class teachers also send out a termly newsletter introducing new topics and home learning information.

Parent Forum meetings also take place each term. Sometimes these have a particular focus but often we just want to hear directly what our parents think we are doing well and what we can improve.

We also send out a link to a parent/carer questionnaire each Spring. You can see the results of our last questionnaires [here](#).

Parents/carers will have the opportunity to discuss their children's progress at least three times per year. Target sheets are given to parents during our consultation evenings in October and March. At the end of the Foundation Stage parents receive a written report with their child's achievement in relation to the Early Learning Goals and are given the opportunity to discuss its contents with the Class Teacher. In Years 1 and 2 reports are provided during the Summer Term and Year 1 children will also receive their phonic screen outcomes.

Parents are encouraged to come into school and see the teacher whenever there is a concern, preferably directly before or after school. Please contact the school office to make an appointment.



All classes benefit from using Class Dojo. This platform can be used by staff and parents to share observations throughout the year.

Additional Educational Needs

Arrangements for Children with a Disability

Parents of disabled children are asked to give the Headteacher details of the disability as soon as they are offered a place at the school. The Headteacher or Inclusion Manager will arrange a meeting at a mutually convenient time to discuss the ways in which the child's disability might hinder her/him from taking a full part in the life of the school and the ways in which such difficulties will be overcome.

The Headteacher will then make any arrangements necessary to enable the child to participate fully in all lessons and activities. These arrangements may include briefing staff, staff training, obtaining special equipment, making minor adaptations to the building, rearranging classroom furniture and/or employing support staff. These may take time to put into place and may require advice and assistance from the Local Authority or specialist agencies, so parents are urged to see the Headteacher as soon as possible so that everything can be ready for the child's first day at school.

Our Accessibility Plan is available on the school website www.ditton-inf.kent.sch.uk

Special Educational Needs (SEN)

Sometimes children need additional support in specific areas and we ensure that appropriate extra help is given. Where additional support is needed it will be provided by our trained and experienced Teaching Assistants. Specialists from outside agencies are called upon to help children that have been identified as having specific needs and they advise staff and parents on how best to help individual children.

Gifted and Talented

Sometimes children achieve far in advance of what is expected and learning activities are planned to challenge these children. Gifted children are those who are academically able and talented children are those children whose creative and sporting abilities are well beyond those normally expected of an infant aged child.

English as an Additional Language (EAL)

Children for whom English is not their first language receive additional in-class support with language acquisition and some 1:1 support if appropriate.

Wellbeing

Mrs Boxall is the Inclusion Manager for the school and ensures that our Additional Educational Needs Provision is effective and appropriate to the needs of individual children. We identify children with additional educational needs as early as possible, provide appropriate programmes of work and strategies to meet their needs, monitor their progress across the curriculum and work in partnership with parents. The effectiveness of our additional educational needs provision is evaluated by our Governing Body.

We recognise the importance good emotional wellbeing has on children's learning in school. Mrs Boxall leads a team of experienced Teaching Assistants who can support children in groups or on a 1:1 basis using bespoke interventions or sensory programmes.

Progression Through the School

Foundation Stage (also called Reception)

In the reception classes, children continue working through the Early Years Foundation Stage curriculum which they will have experienced at pre-school. The Foundation Stage curriculum is organised into seven areas of learning:

3 Prime Areas:

Personal, Social and Emotional Development
Communication and Language
Physical Development

and 4 Specific Areas:

Literacy
Mathematics
Understanding the World
Expressive Art and Design

Foundation Stage Assessment Profile

Every child will have an assessment profile which is completed for them during their Foundation year (Year R). This assessment profile records their development and progress within the seven areas of learning mentioned above. Evidence can be captured in books or digitally.

Key Stage 1

The National Curriculum covers English, Maths, Science, Computing, Relationship, Sex Education and Health (RSE&H), Design Technology, Geography, History, Music, Art and Physical Education. These are taught through themes and learning is linked where appropriate via our connected curriculum. Religious Education is also taught in accordance with the Kent Agreed Syllabus.

More information about our curriculum can be found on our website.

<https://www.ditton-inf.kent.sch.uk/Learning/Curriculum/>

Reading and Phonics

Teaching your child to read will be one of our most important roles during their time with us. The school uses Little Wandle Letters and Sounds Revised Phonics scheme for a total of up to 30 minutes daily by the end of YrR and in both Yr1 classes. Once children pass the phonic screen there is a stronger emphasis on spelling and spelling patterns once they reach Yr2 but phonic sessions for some children may still be needed. We can also provide additional "Keep Up" phonic sessions for those children who require this. In the early stages of reading we use a wide variety of phonically decodable books which are coded by colour and number. These books enable children to use their developing phonic knowledge to decode and gain confidence as readers.

Once children reach the end of the orange reading band, they can access our Accelerated Reader Scheme and then complete regular comprehension quizzes online. Staff will regularly assess your child's decoding, fluency and reading comprehension skills and we strongly encourage all parents to support with reading at home.

We feel that it is also important that we provide children with the opportunity to read high quality fiction and non-fiction books so that they read for pleasure and information from an early age. We believe children will develop excellent reading and writing skills by being exposed to a rich range of literature by fabulous authors and illustrators. We therefore have a very good selection of books in each class and the library, a book swap shed for free access to books and a carefully considered school reading map.

Staff and children enjoy taking part in book events which include World Book Day, themed Book Weeks and our Book Fairs.



Characteristics of Effective Learning

We believe that the focus of effective learning behaviours does not stop once children leave Year R. Therefore we promote the following animal themed behaviours to help children build a growth mindset resilience and an understanding about how they learn. Children are rewarded with dojo points for demonstrating these characteristics alongside our Golden Rules.

Choosing Chimp 	Exploring Elephant 	Persevering Parrot 	Proud Peacock 	Go for it Gorilla 
Concentrating Crocodile 	I know Rhino 	Slinky Linky Snake 	Creative Chameleon 	Teamwork Tiger 

When children attain 100 dojo points they visit the headteacher and their name is written in the Gold Book. They are awarded a certificate and sticker. If they achieve 5 certificates, they then celebrate with afternoon tea with the headteacher.





Our Golden Rules

1. We are gentle
2. We are kind and helpful
3. We work hard
4. We listen
5. We are honest
6. We look after property

Homework

We believe that with young children the best homework arises naturally from learning in the classroom. Our motto is 'little and often' with regards to homework and we provide parents/carers with detailed information about how to support children's learning at home. It is invaluable to read to your child, listen to them reading and ask them questions about the book. Children will also bring home other reading tasks and may be asked to find information for a topic or bring home a practical or mental maths problem.

Extra Curricular Activities

A variety of free after school clubs are organised for Year 1 & 2 children. All children are encouraged to participate in these activities. The clubs include activities such as football, multiskills, gardening and choir. YrR are invited to a club during the summer terms.

Breakfast Club and After-School Club

We are proud to be able to offer a Breakfast and After-School Club run by the staff of Muddy Puddles Pre-School. This is based in the brown building behind Ditton Community Centre. The Breakfast Club runs 7.45-8.50am and After-School care is from 3.20-6.00pm. Children are escorted to and from school by adults running the provision. More details are available from the school office or the website below.



Educational Visits and Visitors

With an awareness of the value of first-hand experience, educational visits and visitors both within the local community and beyond are undertaken to enrich the curriculum and deepen learning and understanding. In previous years we have visited Ditton Heritage Centre, Wingham Wildlife Park, Chessington Zoo, Leeds Castle, Ditton Church and Kent Life. We have also had visits from Commonwealth gymnasts, a trampoline and balance bike workshop, our local MP and even Sir Brian May!



Charging and Voluntary Contributions

In accordance with the Education Regulations 1999, the Governors of Ditton Infant School give notice that no charge will be made for activities during school hours (with the exception of any private music tuition). However, parents will be invited to make voluntary contributions towards the cost of a special activity for which a charge may be made to the school, such as concerts and educational visits, which take place during school hours. There will be no obligation to contribute and no pupil will be excluded or treated differently because a parent has not contributed. However, should we not receive enough to cover the cost, then the activity will not take place, but no individual child will be excluded because of an inability to pay.

Snack Policy

Children are not allowed to bring sweets or snacks to school but a piece of fruit (in its natural state e.g. no products such as fruit winders) or vegetable is allowed for morning break time. The school is part of the government's "free fruit for schools" scheme and fruit is available for all children at morning playtime (or as a fruit break in the afternoon).

Drink Policy

Children are encouraged to drink water throughout the day and especially after PE activity, break times and in hot weather. Children should bring in their own named bottle daily, filled with fresh plain water. Bottles should go home each night to be washed.

School Meals

As of September 2014, the government introduced free school meals for all Key Stage 1 children. Our school meals are provided by Caterlink and each day a choice of hot meals is offered as well as a choice of sweet. A drink of water is provided for children having a school meal. Children are not forced to eat food they do not like, but are asked to take a small portion of the food provided to encourage a widening taste.

Children bringing a healthy packed lunch may bring a non-fizzy drink. As we have children who suffer from anaphylactic shock through nut allergy, we also ask that no foods containing nuts are included in packed lunches (this includes pine nuts and hazelnuts).

Cool Milk

We also offer milk to all children at a discounted rate and free to all under 5s children in receipt of free school meals under income based criteria.

Community Links

We believe that it is important to foster positive links with the community groups and work in collaboration with local pre-school providers and Ditton Junior School, Community Wardens and the Parish Council. Year groups visit the village church as part of their R.E. and Geography Curriculum and the church members are invited to lead Collective Worship in school alongside the Headteacher.

We raise awareness of the needs of others by supporting a range of local, national and international charities and where possible organise these in conjunction with Ditton Junior School.

Transition to Ditton Junior School

We have built up strong links with Ditton Junior School as we know that a smooth transition supports continuity for the children and more positive outcomes. Members of the Senior Leadership teams meet regularly and Governors also hold some joint meetings. We take our Year 2 children to the Junior School from Term 3 for visits to familiarise themselves with the staff and building as part of their transition plan.

Parents will need to apply for a place in Year 3 via www.kent.gov.uk

Collaboration

School leaders recognise the importance of collaboration and we have a commitment to work alongside local, infant, junior, primary and secondary schools. Joint 'Peer Reviews' take place as part of this process alongside moderation of children's work and assessments. We feel it is important for our staff to visit other settings and share good practice.

PTFA

Our PTFA help to organise events throughout the year, both for social and fund raising. The money they raise helps to benefit the children at Ditton Infant School. Charging for these events falls outside of the school charging policy as the activities take place outside of the school day.

In the last year the PTFA have contributed to the cost of school trips and purchased forest school resources.



We warmly welcome all parents to help in any way they can, whether it be sharing your ideas for social or fundraising events, donating your time or skills (baking, crafts, sourcing resources etc) or joining up to the committee.

Equal Opportunities

The Governors and Staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have equal access to the curriculum and the right to a learning environment, which dispels ignorance, prejudice and stereotyping. The entire school community has the right to protection from insult, abuse and bullying of any kind. Discrimination on the basis of colour, culture, origin, gender or ability is unacceptable in our school. The school has a Racial Incident Procedure to ensure that all incidents are investigated thoroughly and appropriate actions taken. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

Child Protection

The Governors and Staff at Ditton Infant School recognise their responsibility to promote the welfare of and safeguard all the children entrusted in our care. We have a Child Protection Policy which reflects Kent Safeguarding Children Multi-agency Partnership recommendations and is reviewed annually alongside other safeguarding policies including Online Safety.

All policies detail our commitment to providing an environment in which children feel safe, are confident to talk openly and are sure to be listened to. All staff are trained to be able to recognise the signs and symptoms of abuse and are fully aware of the school's procedures for reporting concerns and monitoring children's welfare.

Mrs Kreiselmeier, the Headteacher is the Designated Safeguarding Lead and Mrs Boxall and Miss Davis are the Deputy Designated Safeguarding Leads.

We are also an Operation Encompass school.

Our Child Protection Policy is available on our school website or a paper copy can be provided by the School Office.

Complaints Procedure

If you have any concerns about your child's progress or well-being at school, then the first person to talk to is his/her teacher. We hope that most worries can be sorted out like this. Staff try to be available to parents as much as possible before and after school. Serious concerns about the curriculum, Religious Education and Collective Worship are covered by a special complaints procedure which is available from the School Office. The first place to discuss these concerns is with the Headteacher. A complaint about the Headteacher will be dealt with by the Chair of Governors. The Complaints Procedure can be found on the school website.

Health and Safety

The Governing Body has a statutory responsibility for Health and Safety and continually monitor and review Health and Safety around the school, taking timely action to reduce risk.

The school is a public building and therefore has a strict no dogs (except service dogs) and no smoking (including e-cigarettes) policy. In order to keep your children safe, we shut the school main gates once the staff are on site and they remain closed all day. As the school is sited within a housing estate, we would ask parents/carers to park considerately. There is ample parking at the Community Centre which can be used at the start and end of the day.

Few rules exist at the school. Where they do, they are largely to ensure the safety and well being of the children and that the school runs smoothly. High standards of behaviour are expected of the children at all times. We have a Behaviour Policy which details rewards for good behaviour and sanctions for undesirable behaviour. Occasionally, if a child's behaviour gives rise to cause concern, the class teacher or Headteacher will invite the parents/carers to discuss the matter.

We do ask that parents and carers monitor their children closely at the start and at the end of the school day when they are not under the care of a member of school staff.

Valuable Items

There is always a risk of damage or loss of personal possessions and therefore children should not bring valuable possessions or money to school unless it is for a specific purpose and is given to a member of the staff for safekeeping. We ask parents/carers to give money for trips etc in an envelope marked with your child's name, class and the amount.

Medicine

Medicine should be brought into school by the parent or another adult, not the child, and should be delivered to the school office. Paracetamol based pain relief can be administered during the school day without a prescription but a parent must sign a consent form. Prescription medicines must be clearly labelled with the contents, the owner's name and dosage and must also show the use by date. Parents will be asked to complete a form authorising Mrs Hamer to administer the medicine. If the medicine is required at home, it should be collected by the parent or another adult. Medicines will not be released to children.

Asthmatic children should keep an inhaler at school. All inhalers should be clearly labelled with the child's name. At the end of each term parents should check the use by date and content of the inhaler and take any volumatics home for a freshen up.

Bringing and Collecting Children

Please always report to the office if you need to collect children during the day. Staff have been instructed not to release children to adults who are not known to them.

It is expected that children are accompanied to school and supervised in the playground until taken in by the class teacher. On wet days, children may come straight into their classrooms from the main playground, where an adult will be available to take care of them.

In order to ensure a smooth and safe transition at home time collection, we ask parents to complete a list at the start of each school year of the people (over 16 years old) who are authorised to collect their child. The school office must be notified of any changes.

Admissions

Ditton Infant School has a published admissions number of 60.

Oversubscription Criteria

In the event of the school receiving more than 60 applications for places, the oversubscription criteria will be applied. Before this happens, children with an Education, Health and Care Plan (EHCP) which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

Where the number of applications exceeds the number of places available (currently 60) the following criteria will be applied in the order set out below.

Looked After Children (LAC), previously Looked After Children (PLAC) and internationally adopted previously looked after children (IAPLAC) - A looked after child (LAC) is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child (PLAC) means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society. (IAPLAC)

Current Family Association - a brother or sister in the same school at the time of entry. Ditton Infant and Ditton Junior schools are considered to be the same school for this criterion. In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

Health and Special Access Reasons - Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

Nearness of children's homes to school - we use the distance between the child's permanent home address** (defined in KCC's annual admissions prospectus) and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for the school, these straight line measurements are used to determine how close each applicant's address is to the school. Where applications are made from properties or abodes that are not registered to the NLPG, including new build properties, KCC may be required to use planning sites or other relevant co-ordinates. In exceptional circumstances where alternative co-ordinates are not available, measurements will be determined by a Senior Admissions Officer and confirmed by Head of Service.

** A child's home address is considered to be a residential property that is the child's only or main residence (not an address at which the child may sometimes stay or sleep) and which is either owned by the child's parents or guardians or leased or rented to them under a lease or written rental agreement. Where partners live apart but share responsibility for the child and the child lives at two different addresses during the week, we will regard the home address as the one at which the child sleeps for the majority of week days.

In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place. Where random allocation is used this process will be independently supervised.

Waiting Lists

The school operates a waiting list for prospective pupils.

Parents will notify the school in writing that they wish their child to be placed on the waiting list for the relevant year group.

The Office Manager will keep any such list until at least the 31st December of each school year of admission. This list will be ranked again in line with the oversubscription criteria each time a child is added. The information on the list will include the parent/guardian name(s) and contact details, including telephone number and email address (if available). It will also include the child's full name, date of birth, permanent home address, details if looked after by the local authority and present school (if applicable). Also the name, date of birth and year group of any sibling(s) on roll at Ditton Infant or Junior School

At the beginning of each term following being placed on the list, parents need to notify the school in writing that they wish their child's name to remain on the waiting list. Failure to do so will result in the name being removed.

As places arise, the school will contact parents, according to the priority on the list, to allocate the place. Should the place no longer be required, the place will be allocated to the next name on the priority list. Parents will not be informed of their place on the waiting list, as this can change as new people join the list and others leave thus changing the priority of a child.

How to apply for year groups other than Reception, or for in year admissions:

A parent can make an application to Ditton Infant School at any time, however places can only be allocated if the PAN is not full.

As with applications to the new intake classes, Ditton Infant School asks parents to complete the Standard Application Form, found online at www.kent.gov.uk and forward it to the school.

If more than one application is received at the same time for the same year group, each application will be assessed in accordance with the oversubscription criteria. The school will notify parents of the decision, and if refusing the place, will offer the right of appeal. All appeals must be made in writing to the Governing Board of Ditton Infant School within fourteen days of receipt of notification.

For In-year applications, appeals will be heard within 30 school days.

For more information about the appeals process and timelines please visit

<https://www.kent.gov.uk/education-and-children/schools/school-places/appeal-a-school-offer#tab-1>

Parents can apply for a school place online at www.kent.gov.uk/ola

The school holds a number of tours during November each year for prospective new parents as well as a stay and play session. Please see our website for details.



Thank you for taking time to read about our school. We hope you would like to visit and see what we can offer your family.

If you have any additional questions please visit our school website



or email the school office

secretary@ditton-inf.kent.sch.uk

